NEW TEACHER INDUCTION PROGRAM

Induction Elements Manual

2010

reach every student

Ontario

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Une publication équivalente est disponible en français sous le titre suivant : *Programme d'insertion professionnelle du nouveau personnel enseignant : Guide des éléments d'insertion professionnelle, 2010.*

This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca.

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1 Introduction

1.1 The New Teacher Induction Program (Amended 2010)

The New Teacher Induction Program (NTIP) has been designed to support the growth and professional development of new teachers. It is the second step in a continuum of professional development for teachers to support effective teaching, learning, and assessment practices, building on and complementing the first step: pre-service teacher education programs. It provides another full year of professional support so that new teachers can develop the requisite skills and knowledge that will enable them to achieve success as experienced teachers in Ontario. By helping new teachers achieve their full potential, the New Teacher Induction Program supports Ontario's vision of achieving high levels of student performance.

Two manuals have been developed as companion documents to assist with the implementation of the New Teacher Induction Program:

- The present document – *New Teacher Induction Program: Induction Elements Manual* (2010) – replaces *New Teacher Induction Program: Induction Elements Manual* (2009).
- *Teacher Performance Appraisal: Technical Requirements Manual* (2010) is intended to inform principals, vice-principals, teachers, supervisory officers, directors of education, parents, students, and members of the public about the requirements of the performance appraisal process for new and experienced teachers.

These manuals can be found on the NTIP website, at: www.edu.gov.on.ca/eng/teacher/induction.html.

Note that in chapters 3 and 4, any reference to "new teachers" in discussion of the induction elements will also apply to "beginning long-term occasional teachers". Refer to section 2.2.2 for the definition of a beginning long-term occasional teacher.

1.2 New Teacher Induction Program Requirements

The government passed the Student Performance Act on June 1, 2006. The act describes the requirement that as of the beginning of the 2006–07 school year all publicly funded school boards[1] offer the NTIP to their new teachers and that all teachers new to Ontario's publicly funded schools participate in the program (refer to sections 268 and 270 of the Education Act). Program accountability and reporting measures ensure that the program is available to every new teacher.

The NTIP comprises the following induction elements:

- orientation for all new teachers to the school and school board
- mentoring for new teachers by experienced teachers
- professional development and training appropriate for new teachers (refer to subsection 268(2) of the Education Act)

In addition, all new teachers are required to have two performance appraisals conducted by principals in the first 12 months after they begin teaching. If both appraisals result in *Satisfactory* ratings, no further appraisals are required for the NTIP. The next appraisal of the teacher will be conducted in accordance with Part X.2 of the Education Act and the relevant regulations and guidelines for experienced teachers.

1.3 Successful Completion of the New Teacher Induction Program

1.3.1 Overview

In accordance with the Education Act, new teachers complete the New Teacher Induction Program when they receive two *Satisfactory* ratings in performance appraisals in the first 12 months after they begin teaching. For new teachers who do not obtain two *Satisfactory* appraisal ratings within the first year, the program continues into the second year to provide additional support. These teachers remain eligible to successfully complete the New Teacher Induction Program if they receive two *Satisfactory* ratings no later than 24 months after they begin teaching (refer to subsection 270(2) of the Education Act).

1. For the purposes of the NTIP, all references to a "board" should be read as references to a district school board, the Provincial Schools Authority, school authorities, and demonstration schools, unless otherwise noted.

1.3.2 NTIP Notation

For new teachers who successfully complete the New Teacher Induction Program, the Ontario College of Teachers will place a notation of successful completion of the program on the teachers' Certificate of Qualification and Registration. The notation will also be placed on the College's public register.

This notation will give teachers recognition, and students and parents the assurance that this new teacher has demonstrated successful teaching in an Ontario publicly funded school board.

1.3.3 Program Outcomes

New teachers who successfully complete the NTIP will have achieved the following outcomes:

- demonstration of their competencies as set out in the performance appraisal process for new teachers in areas such as: commitment to students and student learning including commitment to the well-being and development of all students; equitable and respectful treatment of all students; professional knowledge including the Ontario curriculum and relevant education legislation; and professional practice including classroom management strategies to promote the learning and achievement of students, and ongoing assessment of student progress
- orientation to the Ontario curriculum and context, as well as orientation to the specific board and school
- acquisition of improved skills and confidence through participation in a mentoring relationship
- progression along the continuum of professional development and training in areas such as classroom management, communication with parents, and other activities aligned with current ministry initiatives
- proven successful teaching in an Ontario publicly funded school board

1.4 Organization of the Manual

This manual has been designed as a resource. Users should refer to the Education Act and accompanying regulations for actual governing legislation. In the event of any legal questions emerging from application of the act, boards should refer to their own legal counsel.

This manual is designed to be used in conjunction with resources, forms, and reports that are available in electronic format on the Internet. The manual provides information about the requirements and effective practices associated with the orientation, mentoring, and professional development and training elements of the New Teacher Induction Program. However, board and school staff must refer to the Financial Analysis and Accountability Branch website at http://faab.edu.gov.on.ca/NTIP.htm to download mandatory NTIP forms and reports. These can also be accessed through the NTIP website.

The requirements related to the New Teacher Induction Program and teacher performance appraisal are set out in Part X.0.1, "New Teacher Induction", and Part X.2, "Teacher Performance Appraisal", of the Education Act, and in Ontario Regulation (O. Reg.) 99/02 and O. Reg. 266/06, as amended, available at www.e-laws.gov.on.ca.

1.5 Partnerships and NTIP Steering Committees

The NTIP is a school-based program in which developing strong professional relationships between principals and new teachers, and new teachers and mentors, is instrumental to professional growth.

One key to the effective implementation of the NTIP is the creation of partnerships among the stakeholders of the program, including the formation of a steering committee to guide the program. When forming their NTIP steering committee, boards should consider membership from the following:

- new teachers
- mentors
- principals
- local federation affiliates
- superintendent(s) responsible for induction elements and performance appraisal of new teachers
- faculties of education
- others as appropriate

An effective steering committee coordinates board-wide supports, policies, and procedures to help schools implement the program. For example, responsibilities could include developing a process for mentor selection, matching, and exit strategy, implementing board-wide sessions, and training principals to deliver school orientation programs.

1.6 Development of the New Teacher Induction Program

The New Teacher Induction Program, including requirements for the performance appraisal process for new teachers, was developed based on recommendations provided by key education partners. The Ministry of Education wishes to thank the following organizations:

- Association des directions et directions adjointes des écoles franco-ontariennes
- Association des enseignantes et des enseignants franco-ontariens
- Catholic Principals' Council of Ontario
- Council of Ontario Directors of Education
- Elementary Teachers' Federation of Ontario
- Faculty of Education, University of Ontario Institute of Technology (student representative)
- Faculty of Education, University of Ottawa (student representative)
- Faculty of Education, York University (student representative)
- Ontario Association of Deans of Education
- Ontario Association of Parents in Catholic Education
- Ontario Catholic School Trustees' Association
- Ontario College of Teachers
- Ontario English Catholic Teachers' Association
- Ontario Federation of Home and School Associations
- Ontario Principals' Council
- Ontario Public School Boards' Association
- Ontario Secondary School Teachers' Federation
- Ontario Student Trustees' Association
- Ontario Teachers' Federation
- People for Education
- Retired Teachers of Ontario

The NTIP design reflects effective practices identified through the 21 school board Mentoring Demonstration Projects (MDP) conducted in 2004–05, as well as research on induction programs in other jurisdictions.

2 New Teachers

2.1 Definition of New Teachers

For purposes of the New Teacher Induction Program, including the performance appraisal process for new teachers, new teachers are defined as all teachers certified by the Ontario College of Teachers (including teachers trained out-of-province) who have been hired into permanent positions – full-time or part-time – by a school board, school authority, or provincial school ("board") to begin teaching for the first time in Ontario. Teachers are considered "new" until they successfully complete the New Teacher Induction Program or when 24 months have elapsed since the date on which they first began to teach for a board (refer to subsection 267(2) of the Education Act).

O. Reg. 99/02, as amended, allows for extension of the new teaching period beyond 24 months in certain restricted circumstances. Please refer to sections 6.2.5 to 6.2.8 in *Teacher Performance Appraisal: Technical Requirements Manual* for information about time periods excluded from, and extensions to, the new teaching period.

2.2 Participation in the NTIP

All teachers new to Ontario's publicly funded schools are required to participate in the NTIP. All new teachers, regardless of experience, must receive an orientation. All new teachers who have never taught before in permanent positions, whether trained in or outside of Ontario, must receive the orientation, mentoring, and professional development and training elements of the program (refer to subsections 268(2) and 270(1) of the Education Act and to O. Reg. 266/06). These are the minimum expectations.

The principal will work with the new teacher and his or her mentor to determine the content and method of delivery of each element specific to the new teacher's needs. For example, a new teacher's professional development in classroom management may be delivered by observing and team-teaching with his or her colleague or debriefing with his or her mentor following attendance at a classroom management workshop.

2.2.1 Teachers Trained Outside of Ontario

Teachers certified in other Canadian provinces and territories should receive supports that complement their teaching experience, in keeping with the Federal/Provincial Agreement on Internal Trade. The needs of internationally trained teachers must also be taken into account, and principals should ensure that they participate in NTIP supports that complement their teaching experience and emphasize Ontario curriculum and education policies.

2.2.2 Other First-Year Teachers (Amended 2010)

Beginning Long-Term Occasional Teachers (Amended 2010)
Boards are to include their beginning long-term occasional (LTO) teachers in the induction elements of the NTIP. For the purposes of the NTIP, a beginning LTO teacher is defined as a certified occasional teacher who is in his or her first long-term assignment of 97 or more consecutive school days as a substitute for the same teacher. Beginning LTO teachers are not required to receive two performance appraisals. Because occasional teachers are not included in the definition of "new teachers", they are not eligible to receive the NTIP notation until such time that they do come within that definition. If a board chooses to evaluate its beginning LTO teachers prior to their becoming "new teachers", these appraisal results do not count for the purposes of the NTIP notation.

Boards may also, at their discretion, choose to use other board funds to offer the induction elements of the NTIP to LTO teachers who have assignments lasting fewer than 97 days.

Beginning Full-Time Continuing Education Teachers
Boards are encouraged to include their beginning full-time continuing education teachers in the induction elements of the NTIP. A beginning full-time continuing education teacher is defined as a certified teacher who is teaching two secondary credit courses per quad X four quads per year in a given school year in an adult learning day school.

Before obtaining the NTIP notation, any teacher who takes part in the induction elements of the NTIP should record his or her participation on the Individual NTIP Strategy Form (refer to section 3.2 for information about this form). If this teacher subsequently starts a permanent contract position, the principal may take the teacher's previous participation into account when determining which induction elements are appropriate.

2.2.3 Second-Year Teachers

In recognition of feedback from educational partners, boards may use their NTIP funding to offer supports to second-year teachers. This expansion will assist those teachers who may want more than one year of support to gain further proficiency in their role; not all second-year teachers may wish or need to take part in another year of supports.

2.3 Fostering a Growth-Oriented Performance Appraisal Context for New Teachers

Developing strong professional relationships between principals and new teachers, and new teachers and mentors, is instrumental to professional growth.

In conjunction with the orientation, mentoring, and professional development and training elements of the New Teacher Induction Program, the performance appraisal process for new teachers has been designed to support and promote the continued growth and development of new teachers. In the larger context of school improvement, the performance appraisal system provides principals and teachers with processes and procedures that can bring about improvements in teacher and student learning. The appraisal process can also foster the collaboration and relationship building that are essential to creating and sustaining a professional learning community in schools. It is especially important to see the appraisal process as a supportive and effective way of helping new teachers develop into confident and proficient Ontario teachers.

Throughout the appraisal process, new teachers' skills, knowledge, and attitudes are assessed, strengths and areas for growth are identified, and next steps for improvement are planned, thereby informing the induction process.

The appraisal process for new teachers is designed to strengthen schools as learning communities in which new teachers are provided with plentiful opportunities to engage in professional exchange and collective inquiry that lead to continuous growth and development. It provides a framework to encourage improvement efforts aimed at ensuring student success. Essential in this process is the engagement of new teachers in professional dialogue that deepens their understanding of what it means to be a teacher as described in the Ontario College of Teachers' *Standards of Practice for the Teaching Profession*. For further information, please refer to *Teacher Performance Appraisal: Technical Requirements Manual*.

3 Roles and Responsibilities

3.1 Overview

The NTIP is a school-based program that depends on principals to exercise their critical role as catalysts for professional development who contribute to the shaping of teachers' work and skills. Principals will also develop other leaders in schools by working closely with and relying on experienced teachers who will serve as mentors. Developing strong professional relationships between principals and new teachers, and new teachers and mentors, is instrumental to professional growth.

The designated NTIP superintendent is responsible for overseeing the quality of the program in the schools, facilitating board-wide sessions, and reporting to the ministry on the program's implementation.

Roles and Responsibilities Chart

× = consultation and development ✓ = final approval

	School			Board	
Activity/Report	New Teacher	Mentor(s)	Principal	Superintendent	Director
Board-wide Sessions (e.g., board-level orientation, mentor and principal training)		×	×	×✓	
Individual NTIP Strategy	×	×	×✓		
School-level Orientation		×	×✓		
Individual PD/Training	×	×	×✓		
Selection and Matching of Mentors	×	×	×✓	×	
Mentoring Relationship	×	×	×		
Teacher Performance Appraisals	×		×✓		
NTIP Plan/Final Reports				×✓	✓
Financial Statements/Data				×	✓
Submission of names of new teachers who successfully complete the NTIP to the Ontario College of Teachers			×	×✓	

3.1.1 Principal[2]

The following is a checklist of the principal's key responsibilities in executing the New Teacher Induction Program:

- Meet with new teachers when they are hired or assigned to the school to discuss the Individual NTIP Strategy Form and to communicate to the new teacher those induction elements in which he or she is required to participate, based on the definition of "new teacher" (section 2.1 of this manual) and requirements related to participation in the NTIP (section 2.2 of this manual), and in accordance with O. Reg. 266/06.
- Ensure that each new teacher, in consultation with his or her mentor, fills out the Individual NTIP Strategy Form, and ensure that the strategy is revised throughout the year as the needs of the individual new teacher change.
- Ensure implementation of school-based supports (orientation, mentoring, and professional development and training) for new teachers.
- Ensure that mentors are recruited, selected, and matched according to the board process developed by the NTIP Steering Committee.
- Ensure that mentors receive training (this may be carried out through board-level activities where appropriate).
- Allocate funding to support each new teacher according to his or her Individual NTIP Strategy.
- Work with the designated NTIP superintendent and other principals regarding system-wide sessions where these are more appropriate.
- Conduct performance appraisals for each new teacher in accordance with the performance appraisal scheme for new teachers. (Please refer to *Teacher Performance Appraisal: Technical Requirements Manual.*)
- Sign each new teacher's Individual NTIP Strategy Form and forward a copy to the designated NTIP superintendent once the teacher has received a second *Satisfactory* performance rating. This will indicate to the board that these new teachers are eligible for the notation of successful completion on their Certificate of Qualification and Registration.

2. The principal of the school to which the new teacher is assigned is responsible for his or her NTIP unless this responsibility is delegated to the school's vice-principal. Under certain circumstances a supervisory officer can also be responsible for the NTIP on behalf of a principal. Refer to subsection 277.17(2) of the Education Act for details.

3.1.2 Mentor

The mentor provides ongoing support to enable the new teacher to improve his or her skills and confidence through participation in an effective professional, confidential relationship (see section 4.4, "Mentoring").

Together, the mentor and the new teacher will determine the new teacher's individual needs and complete the Individual NTIP Strategy Form. The new teacher's Individual NTIP Strategy will be revised throughout the year as his or her needs change.

3.1.3 Superintendent

Boards are responsible for designating a superintendent responsible for the NTIP to oversee the quality of the program in the schools and overall fiscal management. The designated NTIP superintendent should put an infrastructure in place to coordinate the board's program, including a data collection method suitable for gathering data required for ministry NTIP reports and a communications plan for sharing information related to the NTIP. Establishing an NTIP steering committee has been identified as effective practice, and is recommended for all boards.

Superintendents are also responsible for system-wide sessions such as board-level orientation, training of mentors/administrators, and selected professional development activities. In consultation with the principals and mentors, the designated NTIP superintendent should determine where board-wide programs may be more effective and efficient. The superintendent is responsible for any NTIP reports required by the ministry.

3.2 Individual NTIP Strategy Form

The Individual NTIP Strategy Form is intended to serve as a vehicle for discussion and learning, as well as a means of planning, tracking, and recording the NTIP induction elements in which each new teacher participates. It contains no evaluative components and is intended to reflect when a new teacher has completed participation in his or her individualized program. This form is not a checklist.

The program requires that the Individual NTIP Strategy Form be used. Please refer to the Financial Analysis and Accountability Branch website at http://faab.edu.gov.on.ca/NTIP.htm for the current year's form. The form can also be accessed through the NTIP website.

The principal is responsible for meeting with the new teacher, when the teacher is hired or assigned to the school, in order to discuss the program requirements and expectations. The principal will introduce the Individual NTIP Strategy Form and explain that it is to be developed in collaboration with the new teacher's mentor. The principal will also communicate to the new teacher those induction elements in which he or she is required to participate, based on the definition of "new teacher" (section 2.1 of this manual) and requirements related to participation in the NTIP (section 2.2 of this manual), and in accordance with O. Reg. 266/06.

Together, the mentor and new teacher will determine what methods will be used for each of the required elements (e.g., which professional development topics the new teacher will cover, timeframes, strategies). This plan may change throughout the year as the needs of the new teacher change.

The new teacher completes the Individual NTIP Strategy Form. Once the form is completed, the new teacher will share the plan with the principal so that the principal can approve it, arrange for the supports, and allocate the appropriate resources.

After the new teacher has completed the NTIP induction elements and has received two *Satisfactory* ratings on performance appraisals, both the new teacher and the principal will sign the form. The principal will then forward a copy of the form to the designated NTIP superintendent.

In the event that a new teacher changes schools or boards prior to completing the NTIP, the principal will initial the elements completed on the Individual NTIP Strategy Form to inform the next principal of the new teacher's participation in the NTIP to date.

4 Effective Induction Practices

4.1 Overview

This section outlines the program expectations for each of the three main induction elements of the NTIP.

Research indicates that the first teaching assignment of a new teacher is critical. Key education partners advised that the teaching assignments for new teachers should specifically:

- set new teachers up for success in improving student learning;
- be linked to teachers' qualifications and strengths;
- be guided by a culture that supports the assignment of new teachers;
- ensure that new teachers have support in the school;
- ensure that new teachers have the resources they need and, in particular, support with student assessment.

The role of the principal as instructional leader in a school is pivotal to the integration of a new teacher. Developing strong professional relationships between principals and new teachers, and new teachers and mentors, is instrumental to professional growth.

Principals and boards should endeavour to place new teachers in assignments most appropriate to their qualifications and of most benefit to their students.

4.2 Resources

The Ministry of Education has provided resources specific to the NTIP to assist principals, mentors, board staff, and teachers in implementing the NTIP. These resources are available at www.edu.gov.on.ca/eng/teacher/induction.html.

The ministry will continue to provide supports to school boards, so that principals and mentors have a range of ideas and effective practices from which to draw.

4.3 Teacher Orientation

Quality orientation programs enable new teachers to become familiar with the classroom, the school, the school board, and education in Ontario.

4.3.1 Timing

Orientation for new teachers is most effective when provided prior to or very early in the initial employment period. For example, a majority of new hires start in September and many school boards in Ontario offer orientation sessions in August. However, since there are multiple entry points for new teachers, the components of orientation should also be available throughout the year.

Boards have already developed their own practices for delivering orientation, and may choose to continue to hold an orientation in August on an invitational basis. New teachers participating voluntarily in these August activities may have them count towards the NTIP.

4.3.2 Method of Delivery

The components of orientation should be offered in a format appropriate to the needs and experience of participating teachers, such as face-to-face sessions/events, online resources, websites, teleconferences, and videoconferences.

4.3.3 Expectations / Core Content

All new teachers, administrators, and senior staff should be provided with a clear explanation of the program and should understand the expectations of the NTIP. All orientation programs should ensure that new teachers receive information about the Ontario curriculum and context, as well as orientation to their specific board and school.

Differentiated orientations should be provided for teachers certified by the Ontario College of Teachers who are new to the profession; trained in Ontario but new to a publicly funded Ontario school board; trained in another Canadian province or territory and new to an Ontario school board; and trained outside of Canada and new to an Ontario school board. Orientation should also be differentiated on the basis of teacher assignment and experience (e.g., elementary/secondary panels, itinerant positions, occasional teaching).

Board-level orientation programs should include:

- board mission, vision, values, and goals;
- orientation to the current Ontario curriculum and context, as well as orientation to the specific board;
- information about teacher federations and the Ontario College of Teachers;
- relevant board information such as student population, school locations, and safe schools policies and procedures;
- a clear identification of available ongoing supports and resources (such as curriculum/program staff and resources);
- access to first-day, first-week, and first-month strategies to help get new teachers started;
- schedules of support program activities specific to the needs of new teachers;
- a checklist for new teachers and administrators to be used for school orientation;
- a clear explanation of the purpose and structure of the NTIP including information about the Individual NTIP Strategy Form, the appraisal process for new teachers, and the NTIP notation;
- articulation of a clear plan to communicate consistently and directly with new teachers, including a plan to assess their needs on an ongoing basis;
- clear information regarding salary, benefits, pay days, sick days, the Employee Assistance Program, and other administrative policies and programs;
- other activities/sessions as determined by the board.

School-level orientation programs should:

- be initiated by the principal and supported by the superintendent/senior staff;
- reflect a collaborative school culture;
- provide a supportive and timely transition to effective classroom organization, planning, and program delivery;
- provide an introduction to the NTIP, the Individual NTIP Strategy Form, and an overview of the appraisal process for new teachers;
- include an introduction to the mentor contact;
- be accompanied by a checklist for use by the administrator and new teacher to ensure that key school-related information is covered in the school-level orientation (such as school community/people information, curriculum/program information, and logistics/facility information);
- include other activities/sessions as determined by the school.

4.4 Mentoring

4.4.1 Timing

Mentoring should be an ongoing relationship throughout the first year of professional practice. Since there are multiple entry points for new teachers, relevant components of mentoring should be available throughout the year.

4.4.2 Method of Delivery

Components of mentoring are to be offered in ways appropriate to the needs of the teachers, such as classroom observation, common planning time, professional dialogue with colleagues/mentors, online conferencing, in-service sessions, and shared professional development for new teachers and mentors.

4.4.3 Expectations / Core Content

Principals should ensure that there is an opportunity for new teachers to improve their skills and confidence through participation in an effective professional mentoring relationship.

The relationship is envisioned as a supportive one, with the mentor acting as a role model, coach, and advisor to the new teacher, sharing his or her experience and knowledge about teaching on an ongoing basis. This relationship is based on trust and confidentiality. The desired outcomes are improved skills and knowledge for new teachers, as well as a more collaborative and professional environment in Ontario's schools.

Quality New Teacher Induction Programs should include mentoring strategies that are based on the effective practices listed below. They should be structured, supportive, and differentiated.

Structured: In addition to the ongoing support and guidance inherent in the new teacher–mentor relationship, an effective professional mentoring relationship that is purposeful and structured provides the opportunity for release time. This time should be provided for the new teacher and his or her mentor to meet during the school day to work on specific aspects of teacher development that need to be addressed.

Principals will provide release time for the new teachers and their mentors to:

- develop their plans for mentoring;
- observe in one another's classroom (e.g., a lesson, an afternoon, or a class to observe strategies used in classroom management, or teaching students with diverse learning needs) and debrief the experience;
- provide opportunities for the new teachers and mentors to engage in professional learning (e.g., attend presentations and/or training together and time to apply their learning, collaborative planning).

Supportive: The goal of the program is to foster a collegial and collaborative mentoring culture that builds professional capacity. Mentoring should provide support, challenge, and growth in a non-evaluative manner. Among other options, principals may use release time as necessary to allow mentors and new teachers time to visit and observe classrooms.

Principals should use the following criteria when recruiting and selecting suitable mentors from volunteer teachers. Mentors must:

- be members in good standing with the Ontario College of Teachers;
- be experienced teaching professionals, skilled in working with both adults and students;
- be knowledgeable and skilled in current curriculum and teaching/learning strategies;
- have demonstrated skills in problem solving;
- be excellent role models of a teaching professional;
- be open to the views and feedback of others, and be continual life-long learners;
- be effective listeners and communicators;
- have effective interpersonal skills.

Differentiated: Mentoring opportunities should be tailored to meet the needs of individual new teachers certified by the Ontario College of Teachers who are new to the profession; trained in Ontario but new to a publicly funded Ontario school board; trained in another Canadian province or territory and new to an Ontario school board; and trained outside of Canada and new to an Ontario school board. Mentoring opportunities should also be differentiated on the basis of teacher assignment and experience (e.g., elementary/secondary panels, itinerant positions, occasional teaching).

The mentoring program component should be implemented in accordance with the following principles:

- It should be an organized, systematic process that includes input from the new teacher to help ensure the most effective professional matches.
- The matching process should be adapted to the needs of the new teachers, and should take the following into consideration:
  - timing to provide support upon or shortly after hire
  - one-on-one mentoring models
  - large- or small-group mentoring models
  - team mentoring models
  - the nature of the school and the unique requirements of the board
  - matching teachers with similar assignments
  - matching teachers at the same school
  - other staff demographics
- It must involve a mentor training component using a curriculum that should include:
  - training in consulting, collaborating, and coaching;
  - developing a mentoring plan;
  - listening and building rapport;
  - sharing information and sources;
  - using appropriate language;
  - conferencing skills and providing meaningful feedback;
  - integration of mentoring activities with ongoing personal and professional development;
  - building capacity for high achievement;
  - assurance that confidentiality between mentors and new teachers is respected;
  - a clear and safe exit procedure for both mentor and new teacher in case of non-compatibility;
  - dealing with a teacher in crisis.

4.5 Professional Development and Training[3]

A comprehensive professional development (PD) framework is based on a foundation of high standards through a coherent system that ensures appropriate and effective professional development for teachers at all levels of experience.

The professional development for new teachers will focus on the following:

4.5.1 Timing

Effective practices in professional development demonstrate that activities must be appropriate to the daily responsibilities of new teachers, must be manageable, relevant, and timely for the new teacher, and must be designed to improve the professional practices of all teachers. In addition, professional development opportunities should be made available to new teachers throughout the year.

4.5.2 Method of Delivery

All professional development opportunities for new teachers should be differentiated, ongoing, and appropriate.

Differentiated: Differentiated professional development opportunities should be offered for teachers certified by the Ontario College of Teachers who are new to the profession; trained in Ontario but new to a publicly funded Ontario school board; trained in another Canadian province or territory and new to an Ontario school board; and trained outside of Canada and new to an Ontario school board. Professional development should also be differentiated on the basis of teacher assignment and experience (e.g., elementary/secondary panels, itinerant positions, occasional teaching).

Ongoing: Since new teachers are hired at different times throughout a school year, relevant components of professional development should be made available throughout the year. These professional development opportunities must be established as the entry to ongoing professional growth for all teachers.

Appropriate: Special attention needs to be paid to designing a manageable PD program for new teachers that recognizes the NTIP requirements are in addition to the professional development opportunities and programs that should be offered to all teachers, including activities aligned with current ministry initiatives.

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3. For the purposes of the NTIP, all references to "professional development" should be read as references to professional development and training appropriate for new teachers.

PD activities should be appropriate to the needs of individual teachers (such as classroom observation, common planning time, shared PD for new teacher and mentor, professional dialogue with colleagues/mentors, working with learning teams, online conferencing, in-service sessions).

In consultation with principals and mentors, the designated NTIP superintendent may determine where a board-wide delivery model would be more effective and efficient than holding multiple school-level sessions on the same topic.

In addition, professional activity (PA) days can be used to provide ongoing professional development for new teachers, mentors, and administrators.

4.5.3 Expectations / Core Content

Quality professional development targeted to address specific areas identified by new teachers is essential. Boards must make available the following professional development opportunities for new teachers:

- Literacy and Numeracy strategies (e.g., skills and knowledge related to the teaching of reading and math)
- Student Success (e.g., identifying students who are at risk early on, and facilitating connections with the Student Success teacher or the guidance teacher)
- Safe Schools (e.g., being able to identify inappropriate behaviour such as bullying, understanding appropriate ways to respond to these behaviours, understanding and applying progressive discipline as an approach that is both corrective and supportive, knowing their responsibilities under the Safe Schools provision of the Education Act and related regulations and policies)
- Politique d'aménagement linguistique[4] (in French-language boards)
- Inclusive Education
- Early Learning
- classroom management
- planning, assessment, and evaluation
- communication with parents
- teaching students with special needs and addressing the varied challenges of meeting the needs of diverse learners that require a broad repertoire of instructional strategies (These learners might include Aboriginal students, students at risk, English language learners, etc.)

4. In French-language boards, new teachers must become familiar with the "Politique d'aménagement linguistique de l'Ontario pour l'éducation en langue française" (PAL). New teachers must be supported in order to fully understand the impact of the implementation of PAL on the board, the school, the classroom, students, and the school community. It is the responsibility of the board and the principal to provide ongoing development of the knowledge, skills, and attitudes needed to teach in a minority setting.

As described in section 4.5.2, the method of PD delivery will depend upon the needs of the new teacher as well as the numbers of new teachers with similar needs. For example, several principals from a family of schools may find that delivering a larger session on classroom management would be an effective and efficient approach. On the other hand, a principal may offer one-on-one classroom management support to new teachers. The ministry will also continue to develop and/or recommend additional resources to support new teachers in these areas. Please refer to the NTIP website at www.edu.gov.on.ca/eng/teacher/induction.html for information and resources.

5 Reporting and Evaluation

5.1 Reporting to the Ministry (Amended 2010)

Boards are responsible for submitting the following reports to the ministry each year (refer to subsection 10.1(1) of the Education Act). Please refer to the Financial Analysis and Accountability Branch website at http://faab.edu.gov.on.ca/NTIP.htm for the current year's forms and reports. These can also be accessed through the NTIP website. The reporting requirements for each program year are as follows:

a) **NTIP plan**
Boards will submit an NTIP plan in July that provides an overview plan of the upcoming program.

b) **Final report**
Boards will submit a final report the following July. The report will provide program information and a Detailed Accounting Statement summarizing all NTIP expenditures and accounting for all NTIP funding provided during the year.

c) **Ontario School Information System**
Boards will submit the required NTIP data for the program year to the Ontario School Information System (OnSIS) in October.

d) **Financial statements**
Boards will submit their actual NTIP expenditures for the program year to the Financial Analysis and Accountability Branch through financial statements in November.

5.2 Reporting to the Board

Principals must sign the Individual NTIP Strategy Form for all new teachers who receive two *Satisfactory* performance ratings, and forward a copy to the designated NTIP superintendent as soon as possible. Principals must forward the completed teacher performance appraisal forms to their boards in keeping with O. Reg. 99/02 and the procedures described in *Teacher Performance Appraisal: Technical Requirements Manual.* New teachers should keep a copy of their completed Individual NTIP Strategy Form.

5.3 Reporting to the Ontario College of Teachers

The designated NTIP superintendent must submit the names of all new teachers who complete the NTIP to the Ontario College of Teachers (the College) within 60 calendar days of their second *Satisfactory* performance rating (refer to section 272 of the Education Act).

Boards submit the names of new teachers eligible for the NTIP notation via the employer portal on the College's website. Boards are requested to submit the following information for each new teacher: College member number; first and last name of teacher; date of birth; and NTIP completion year. In accordance with subsection 23(2.1) of the Ontario College of Teachers Act, 1996, as amended, the Registrar shall within 60 calendar days of receiving notice that the teacher has successfully completed the NTIP note this fact on the teacher's certification information, which will appear on the teacher's Certificate of Qualification and Registration and on the College's public register. Teachers will be automatically informed by e-mail that the notation has been added to the public register. Please contact the College at www.oct.ca for further information.

5.4 Monitoring Visits

The ministry will make monitoring visits to boards and schools to ensure that the requirements of the NTIP are being met. The ministry will collect data through interviews with the superintendent, principals, mentors, and new teachers. Boards are also subject to regular audits by the ministry.

5.5 Evaluation

The NTIP will be evaluated in order to assess the effectiveness and implementation of the program. The ministry will collect information by conducting surveys and interviewing participants such as school teaching staff and administrators. Boards will assist in this assessment process. Any personal information collected in the assessment process will be collected and maintained in accordance with the relevant privacy legislation.

6 Funding

6.1 Overview

Funding for the New Teacher Induction Program (NTIP) is allocated through the Grants for Student Needs (GSN) as a component of the Cost Adjustment and Teacher Qualifications and Experience Grant.

NTIP funding is flowed to boards monthly as part of the regular GSN transfer payment during the school year.

Full funding for the program is based upon the implementation of the program according to this manual, successful monitoring visits, and the submission and approval of the NTIP plan and final report.

Please refer to the Financial Analysis and Accountability Branch website at http://faab.edu.gov.on.ca/NTIP.htm for the current year's NTIP plan and final report templates and specific deadlines.

6.2 Funding Allocation Model and Eligible Expenses

Each district school board is allocated a base amount. Each district school board, the Provincial Schools Authority, and each school authority is allocated a proportional amount for the NTIP. The proportional amount is calculated on the basis of the number of teachers reported in rows 0, 1, and 2 of the board's Teacher Qualifications and Experience grid in the previous year.

The funds for the NTIP should further enhance existing programs and funding, and are to be used to directly support new teachers. Some ineligible expenditures are capital expenditures (e.g., furniture and computer equipment), extras or supports not related to the NTIP (e.g., educational assistants), resources for students (e.g., textbooks), and classroom materials.

More specifically, the base amount may be used for NTIP oversight and for coordination of system-wide support programs. Eligible expenses include, among others, developing and implementing a data collection system to organize the NTIP, and hiring staff to specifically support the NTIP (e.g., a part-time administrative assistant, a part-time educator to coordinate the program).

The proportional funding (per teacher amount) must be used for school-based induction resources and activities to meet the needs of new teachers and beginning LTO teachers as defined in section 2.2.2 (e.g., release time for a new teacher and his or her mentor to meet, observe each other's classes, and attend workshops or mentor training). This amount may not be used for salary purposes.

Boards are reminded that they may use NTIP funds to support beginning full-time continuing education teachers and second-year teachers.

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